DOCUMENT RESUME

ED 375 617 FL 022 443

AUTHOR Dubin, Fraida; Olshtain, Elite
TITLE Course Design: Developing Programs and Materials for Language Learning.
REPORT NO ISBN-0-521-27642-X
PUB DATE 86
NOTE 203p.
AVAILABLE FROM Cambridge University Press, 40 West 20th St., New York, NY 10011-4211 (paperback: ISBN-0-521-27642-X, $15.95; clothbound: ISBN-0-521-25676-3).
PUB TYPE Guides - Non-Classroom Use (055) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Audience Awareness; Communicative Competence (Languages); Course Content; *Course Organization; Cultural Context; Curriculum Design; Curriculum Development; Educational Needs; Educational Objectives; Educational Strategies; *English (Second Language); *Instructional Design; Instructional Materials; *Language Role; *Material Development; Reading Instruction; Reading Skills; Second Language Instruction; *Second Languages; Social Influences

ABSTRACT

The guide for developing curricula and instructional materials is intended for use in English-as-a-Second-Language (ESL) instruction and instruction in other second/foreign languages. It presents an overview of the course designer's task and some available techniques. First, assessment of educational needs and relevant societal factors is discussed. Factors include the language setting, patterns of language use, group and individual language attitudes, and the political and national context. The second chapter provides a framework for curriculum and syllabus design, including establishment of realistic goals, surveying existing programs, assessment of materials already in use, and considering the separate purposes of curriculum and syllabus. Chapter three offers more precise techniques for translating general goals into syllabus objectives, integrating language content/process/product, and selecting the "shape" and method. Three subsequent chapters focus on design and content of the communicative curriculum and syllabus. The final three chapters address the selection or creation of materials that are socioculturally appropriate and those that emphasize reading skills, and the importance of linking the syllabus and its intended audience. A bibliography and index are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****